DOCUMENT RESUME

ED 292 292 FL 017 193

AUTHOR Arnold, Nancy; And Others
TITLE Integrating Styles and Skills: An Approach to Lesson Planning for the ESL Classroom.
INSTITUTION Arlington County Public Schools, Va.; Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 87
NOTE 24p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Cognitive Style; Communication Skills; Daily Living Skills; *English (Second Language); *Lesson Plans; Second Language Instruction; *Skill Development; Staff Development

ABSTRACT

A guide to developing lesson plans for classroom instruction in English as a second language (ESL) based on learning style theory draws on the experience of the Arlington County Schools (Virginia). It begins by describing the theory of learning styles, their applications, and the process of developing lesson plans by "4matting," which postulates that there are four major styles of learning and ensures that learners have an opportunity to learn in the mode they prefer. The guide then gives a sample lesson plan description and discusses Arlington's staff development activities directed toward integrating the 4MAT model in the curriculum. The guide concludes with six sample lesson plans on these topics: learning about yourself, learning how to report emergencies in the United States, planning for the future, comprehending a reading section and applying it to everyday life, understanding the similarities and differences in nature, and stimulating creative thinking and writing with a concrete object. Additional reading recommendations are also included. (MSE)

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Integrating Styles and Skills:

An Approach to Lesson Planning for the ESL Classroom

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1987

FL 017193

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This project was partially supported by a contract with the Office of Educational Research and Improvement/Department of Education (OERI/ED) for the Center for Language Education and Research. However, the opinions expressed herein do not necessarily reflect the position or policy of the OERI/ED and no official endorsement by the OERI/ED should be inferred.

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PREFACE

The authors of this guide came together to explore the research findings on learning styles in a search for new and better ways to work with their language minority students. As staff of the ESOL-HILT program in Arlington County, VA, they were able to form a "tech" team (part of the system's staff development framework) to discuss these issues, under the leadership of Emma de Hainer, who has conducted research on the learning styles of Arlington's students. As they worked through applications in the classroom and developed lesson plans, the group wanted to share their experiences with others. The guide that follows is an important step in that process.

At about the same time, staff of the Center for Language Education and Research (CLEAR) began collaborating with Arlington's ESOL-HILT program on a variety of projects, including the development of the learning styles guide. CLEAR is funded by the Office of Educational Research and Improvement, U.S. Department of Education, to carry out a set of research and professional development activities relevant to the education of limited English proficient students and foreign language students. Staff of CLEAR are committed to working toward the improvement of English proficiency and academic content knowledge among language minority students. We are happy to have been able to play a role in making the applications of learning styles research developed by this dedicated group of Arlington teachers available to a wider audience.

Donna Christian
CLEAR

INTRODUCTION

Just for a moment think about your reaction to a staff development opportunity announcement "inviting" you to a workshop on learning styles. As you read it, what thoughts cross your mind? Do you ask yourself why you should attend this workshop? Does it matter to you who the presenter is? Do you wonder what they mean by learning styles? Do you wonder how relevant it will be to your teaching situation? Do you think it could be another fad being promoted by the central office? Do you think the topic sounds interesting? Some of these thoughts will be yours while others may never occur to you. This is not surprising because teachers like all learners have their favored learning preferences. Staff development planners in your county must recognize this as they design staff development activities.

We are educators of limited English proficient (LEP) students who have observed that our students have preferences for the way they perceive or process a learning task. These preferences or as they are often called, "learning styles," are the result of a complex interaction of age, educational experience, and cultural background. As is the case with native English speakers, limited English proficient students approach learning as total human beings. Their academic success is influenced by emotional, biological, psychological, and cultural factors. In order to facilitate academic success, it is important to provide learning experiences that are accessible to all students with all learning preferences.

The experiential learning model (Kolb 1984), which was developed for native English speaking students, seeks to accommodate, within each learning event, the different styles that individual students bring to that event. Since LEP students bring great diversity of cognitive, conceptual, and behavioral modes into the classroom, such a model promises to build on their experience via learning through preferred styles while expanding the range of styles available to them. In this guide we will explore the use of the experiential model in classrooms with LEP students, based on our own experience in Arlington County, Virginia.

A recent status report (Keefe, et. al 1982) on learning styles and education recommends that administrators and teachers recognize the philosophical bias of their instructional model by considering two basic questions. Does the approach focus on "helping" students adapt to school demands or on helping students learn through their own styles? Furthermore, if the model focuses on learning styles, does it encourage students to "stretch" and strengthen their weaker areas?

In Arlington, an instructional model for the education of LEP students has evolved from the former to the latter; i.e., from making it the students' responsibility to adjust to the unfamiliar to meeting the students where they stand and helping them widen their horizon in learning. Consequently, how to improve our delivery of instruction has been one of our major concerns as we have come face to face with the ever-growing and ever-changing LEP student population. To meet the differing needs of our LEP students, the ESL program in Arlington is integrating learning style theory and instructional strategies to enhance our students' opportunities to learn. Our goal has been to reach our diverse student population and at the same time find a workable instructional approach. We found the version of the experiential learning approach called the 4MAT model, with its classroom applicability as well as its sound conceptual basis, to be an excellent means for achieving both goals.

This guide presents the results of our experiences thus far. We will first briefly describe learning style theory and how it can be applied to the ESL classroom, then offer a set of exemplary sample lessons developed by our staff, using the 4MAT model, and finally give a brief description of our staff development activities. It is our hope that this booklet will be a springboard toward designing more effective learning activities for all teachers concerned with the education of limited English proficient students.

LEARNING STYLES THEORY

As style is concerned with very complex issues involving cognition, conceptualization, affect, and behavior (Guild & Gerger, 1985), it is not surprising that various learning styles models exists. Each model typically focuses on a single aspect within this multidimensional set of factors (Guild & Gerger, 1985). Among the diverse learning styles models and instruments (Keefe, et. al, 1979), we, as educators in the trenches, sought a model with a practical as well as conceptual value. Kolb's learning style model meets both requirements because of the availability of an excellent classroom application of the model by Bernice McCarthy (1980, 1987) in the *4MAT System of Teaching to Learning Styles with Right/Left Mode Techniques*.

David Kolb, in his book, *Experiential Learning*, (1984) acknowledges that his theory is eclectic, and that its applications were drawn from the work of John Dewey, Kurt Lewin, Carl Jung, Jean Piaget and Lev Vygotsky. He states further that "learning styles are the result of our hereditary equipment, our particular past life experiences and the demands of present environment" (Kolb, 1984). Kolb found that "it is the combination of how people perceive and how people process that forms the uniqueness of 'learning style' - the most comfortable way to learn". By combining two dimensions of concrete experience and abstract conceptualization ("how we perceive") with two dimensions of active experimentation and reflective observation ("how we process"), Kolb established four categories for types of learners based on four learning modes (Kolb, 1984).

According to this model, learner 1 perceives best through concrete experiences and processes through reflective observation, and so on through the quadrants.

According to Kolb, effective learning involves four phases: from getting involved (Concrete Experience) to listening/observing (Reflective Observation) to creating an idea (Abstract Conceptualization) to making decisions (Active Experimentation). A person may become better at some of these learning skills than others; as a result, a learning style develops.

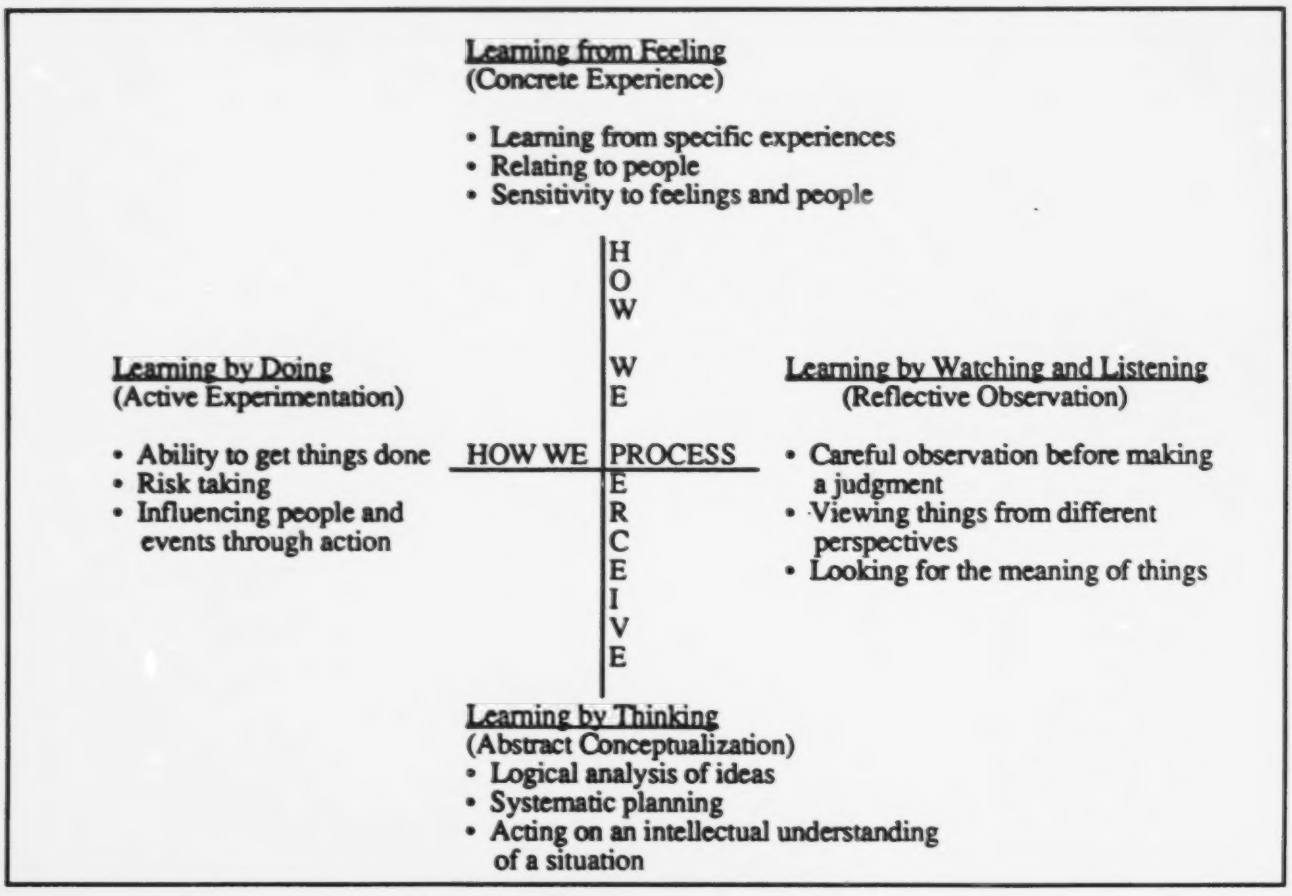

Learning from Feeling
(Concrete Experience)
• Learning from specific experiences
• Relating to people
• Sensitivity to feelings and people
HOW WE PERCEIVE
Learning by Doing
(Active Experimentation)
• Ability to get things done
• Risk taking
• Influencing people and events through action
HOW WE PROCESS
Learning by Watching and Listening
(Reflective Observation)
• Careful observation before making a judgment
• Viewing things from different perspectives
• Looking for the meaning of things
Learning by Thinking
(Abstract Conceptualization)
• Logical analysis of ideas
• Systematic planning
• Acting on an intellectual understanding of a situation

Figure 1.

LEARNING STYLES APPLICATIONS

Bernice McCarthy (1980, 1987) has taken Kolb's learning style descriptions and has consolidated the descriptions of other leading learning styles theorists to construct the 4-matting system of developing lesson plans for grades K-12. We must remember that each person's learning style is a combination of perceiving and processing information as McCarthy describes the major styles.

Type One "Imaginative learner"
Seeks personal meaning. Judges things in relationship to values. Functions through social interaction. Wants to make the world a better place. Is cooperative and sociable. Respects authority, when it is earned.

Type Two "Analytic learner"
Seeks intellectual competence. Judges things by factual verification. Functions by adapting to experts. Needs to know "the important things" and wants to add to the world's knowledge. Is patient and reflective. Prefers chain-of-command authority.

Type Three "Common Sense learner"
Seeks solutions to problems. Judges things by their usefulness. Functions through kinesthetic awareness. Wants to make things happen. Is practical and straightforward. Sees authority as necessary, but will work around it if forced.

Type Four "Dynamic learner"
Seeks hidden possibilities. Judges things by gut reactions. Functions by synthesizing various parts. Enjoys challenging complacency. Is enthusiastic and adventuresome. Tends to disregard authority.

McCarthy's model can be of great assistance since it allows us to develop all learning styles while we take students' preferences into account as we plan our lessons.

Teachers have already been utilizing most of the strategies of the 4MAT model. Therefore, you will find most of the strategies familiar to you. This model provides a framework that organizes and brings together various teaching strategies in a balanced manner. The 4MAT model ensures that learners have an opportunity to learn in the mode that they prefer. Furthermore, it gives learners opportunities to develop their facilities in other learning styles.

The 4matting plan is based on a "wheel" for the development of lessons which will lead students from concrete experience to reflective observation to abstract conceptualization and finally to active experimentation (from Kolb's model). The 4matting wheel (shown in Figure 2) is divided into 4 sections which represent four different types of learners: innovative, analytical, common sense and dynamic.

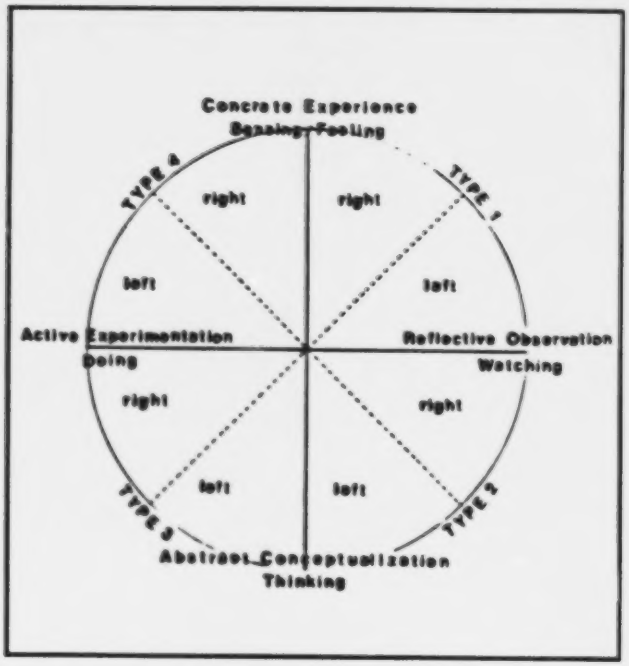


Figure 2.

As we look at the wheel, we see that the imaginative learners (type one) prefer to perceive new information by sensing and feeling and then reflect on what they have just experienced. Analytical learners (type two) perceive by watching and thinking and then develop theories based on what they observed. The common sense learners (type three) conceptualize and develop theories but then they must test out their theories to make sure they work. The dynamic learners (type four) learn best by sensing and feeling and then experimenting with the new information in different ways.

In addition, each quadrant of the wheel is subdivided into a right and left component to assure a whole brain approach to comprehending new material. The basis for such subdivision stems from culmination of research findings on brain functions.

Numerous studies have shown differences between the functions of the left and right hemispheres of the brain. Based on the major findings, McCarthy (1980) contends that the two halves of the brain process information differently. Although both hemispheres are equally important, they carry out

differing functions. For instance, speech resides primarily in the left hemisphere while spatial capability resides in the right. At the same time, the two hemispheres differ in terms of the way they process information. For instance, linear, sequential processing takes place in the left whereas more global processing takes place in the right hemisphere. Due to the differences in processing information, the two hemispheres share equal importance in learning. Thus, utilization of both the left and right mode techniques promotes more meaningful learning for our students and these techniques are incorporated into each quadrant of the 4MAT - based lesson plan.

Many educators want to know if one learning style is "better" than another or if they should teach students using only their favorite learning style. The answer to both questions is NO. Each learning style is special but at the same time, each learning style has its strengths and weaknesses. This means that in order to prepare our students for future challenges, we must help them to adjust and function in styles that may not be their most comfortable. Developing plans according to the 4matting wheel allows teachers to move students in one lesson through all four learning styles giving all students an opportunity to learn through their most favored way while working through others.

DEVELOPING LESSON PLANS BY 4MATTING

The lesson plans in the following section were designed by classroom elementary and secondary ESL teachers. Instead of the lesson plan being a sequential list of objectives and activities, the wheel allows teachers to keep the whole lesson in perspective as each section of the lesson plan is worked out. This allows for more continuity of activities and it gives the lesson a "flow" so that it can be immediately seen how each part is related to the other sections and how learning is not a series of fragmented strategies for skills taught in isolation. Since each quadrant on the wheel represents a learning style, we in Arlington have renamed each quadrant so that the wheel follows the parameters of organizing a lesson: motivation, information, practice and application.

o *Motivation and Meaning*

The first quadrant addresses the needs of those students who must become actively and personally involved in the lesson. These students need to see why the material they will be learning is relevant to them, and also how it can be related to information

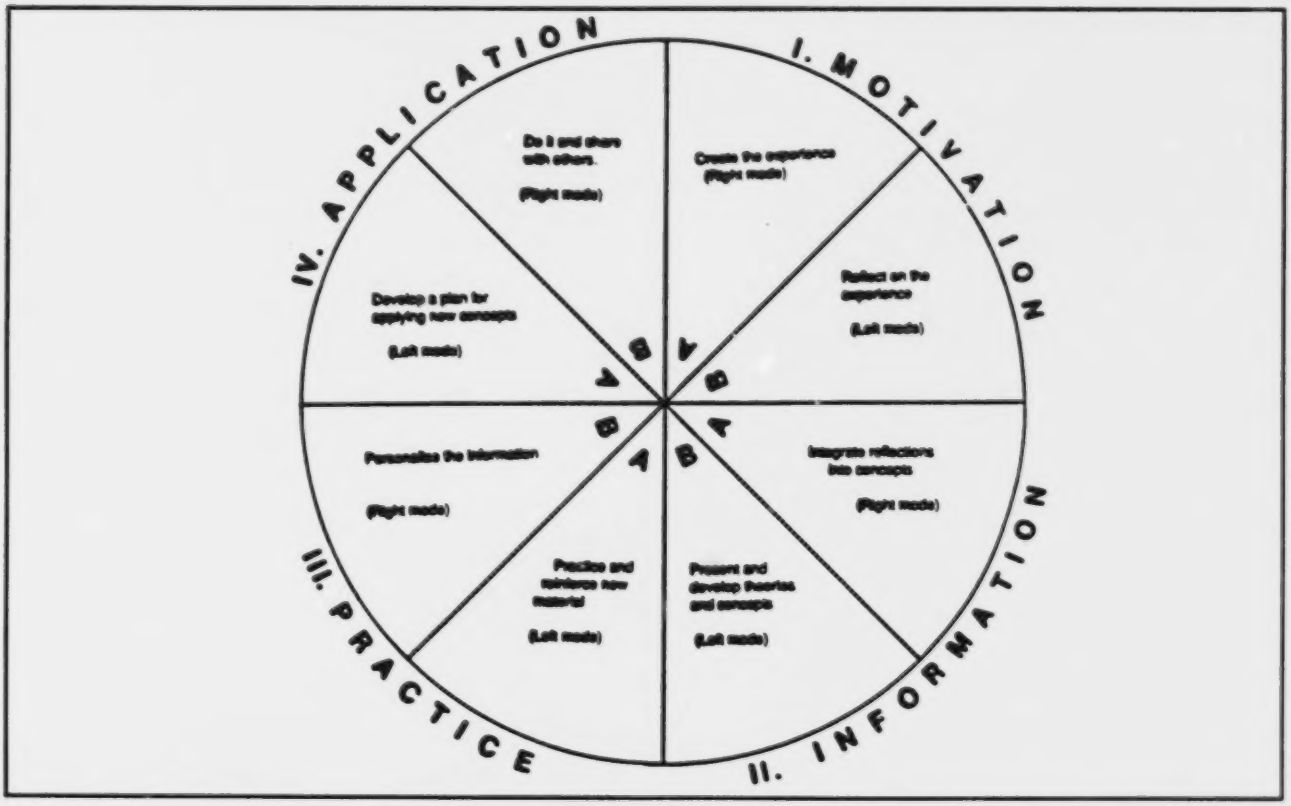


Figure 3.

that they have already experienced. This quadrant is labeled "Motivation" since this learning style forms the basis for the initial phase of the lesson plan.

o *Information and Conceptual Knowing*

The second quadrant, "Information", is designed for those students who are interested in gaining new knowledge and who want the information as it is presented in texts and by researchers. An integral part of this quadrant is for teachers to give students a grasp of the concept which will be developed throughout the lesson.

o *Practice*

The third quadrant is the "Practice" part of the lesson and it is imperative that the students practice and understand what was presented in the information stage. Students need various types of exercises and activities to try out what they have learned in order to make it more understandable.

o *Application*

The last quadrant is the "Application" stage of the lesson. Here the students are free to see how the new material can be used in other situations, even other disciplines. The students in this stage have left the practicing and "messing around" with the new concept, and have now branched out on their own to see other possibilities for using what they have acquired. This is a vital part of the 4matting plan since it is here where the students show that they have internalized the new material and have definitely made it part of themselves, so they are now ready to explore new areas with what they have learned.

The model we use in Arlington is captured by the wheel shown in Figure 3.

SAMPLE LESSON PLANS

At the end of this guide we have included a selection of lesson plans developed by our staff to illustrate the use of the 4MAT approach. These plans, in our opinion, reflect the integration of skills necessary for enhancing students' opportunities to acquire knowledge. Each lesson plan includes a wheel, a description of the concepts and skills being taught and suggested activities for each quadrant. Moreover, each of these plans has been tried and refined with beginning, intermediate, and advanced students in our classrooms at the elementary or secondary levels. A review of these plans, then, will allow you to see how skills can be developed and integrated from different perspectives. You can adapt as necessary each lesson to your instructional situation and the needs of your limited English proficient students. Concepts covered and skills emphasized are:

1. Learning About Yourself - Writing Skills
2. Learning How to Report Emergencies in the U.S. - Survival Skills
3. Planning for the Future - Functional Skills
4. Comprehending a Reading Selection and Applying It to Everyday Life - Reading Skills
5. Understanding the Similarities and Differences in Nature - Content Skills
6. Stimulating Creative Thinking and Writing With a Concrete Object - Writing Skills

STAFF DEVELOPMENT

Implicit in our adaptation of McCarthy's Learning Styles model to our teaching situation was the understanding that we did not need to start from zero. Rather what we do when using the model is to reorganize and expand on strategies that we are currently using. Teachers deciding to use McCarthy's model must recognize that it will take time to fully integrate this model into their daily lesson planning. To successfully complete this integration, teachers will first need to become aware of their own learning styles as teaching style is, after all, a reflection of an individual's own learning style.

In Arlington, teachers working with limited English proficient students took part in a three hour "awareness" workshop. They were given an overview of learning styles research and took David Kolb's Learning Styles Inventory to determine their own learning styles. This awareness step is essential in developing an effective staff development program. To institute change, teachers must believe that the desired change is realistic, important and immediately applicable to their teaching situation. Furthermore, as we have observed, learning is facilitated by doing as well as listening.

After this "awareness" workshop, teachers participated in more in-depth workshops on learning styles research and classroom applications and developing left/right mode teaching strategies.

In order to integrate the 4MAT model into the Arlington curricula, three staff members attended an intensive week long seminar devoted to not only the research basis for this model but also to its applications. These staff members then developed

and delivered a one credit course on learning style theory and classroom applications to other staff members. As the course progressed, staff members experimented with the model in their classrooms. During this experimentation stage, teachers discovered that while they usually spent considerable class time presenting concepts and giving students practice, most felt that they gave inadequate time to motivation activities and practically no time at all to application activities. At this stage some teachers commented on how more self aware they felt:

... awareness, how exciting to find out who I am and why I function as I do ...

... will catch myself more often when I favor or even reward a particular style in students...

... helped think in terms of personalizing knowledge...

Other teachers indicated a greater sensitivity to their students' learning styles

... being aware of the many styles will make me look for more ways to present a topic to reach the majority of students if not all...

... understanding how the minds of others work has allowed me to be more patient and sensitive to others' feelings and how they want to do things...

Importantly, all teachers concluded that using this model permitted them to plan more effectively:

... helped me develop lesson plans around different learning styles...

... by spending the time to go through (the quadrants) it made all the difference in the world...

... helped me see the possibilities beyond the traditional type of classes with predominantly Type Two activities.

Based on their experiences, these teachers recommended topics for future courses and workshops. Teachers felt a strong need in particular for more workshops on right mode strategies.

Staff development activities in Arlington now reflect the 4MAT model. Staff members are at different levels of training. Some are at the awareness stage, others at the practice, while others are at the implementation stage. Our staff development program encourages teachers to share ideas and provides for on-going follow up. In the end, we hope that both teachers and students will understand themselves better in order to teach and learn more effectively.

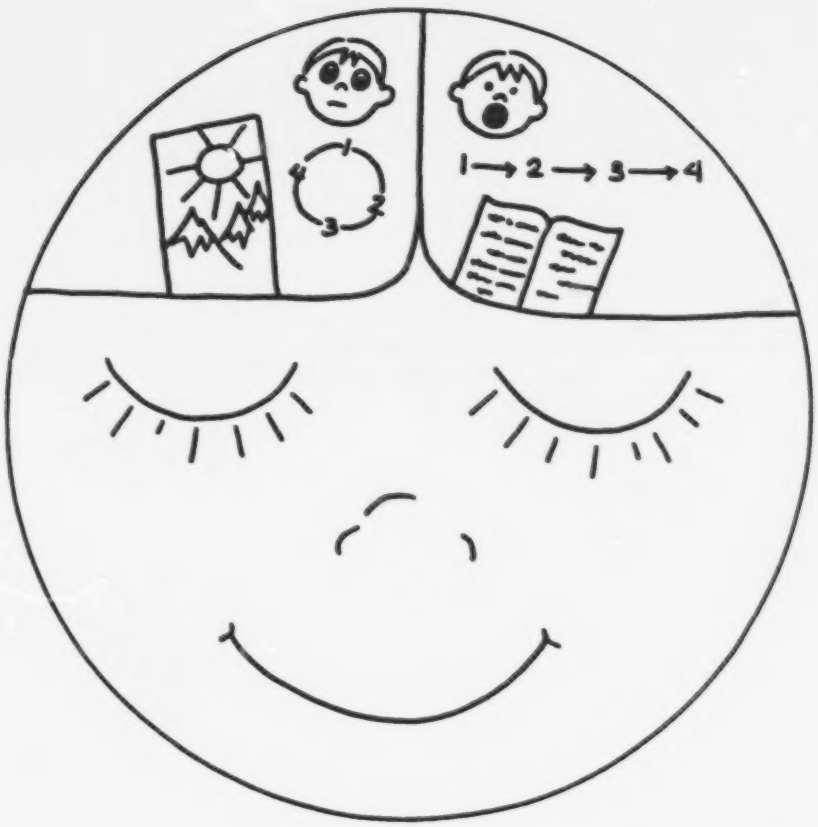
CONCLUSION

In conclusion we hope that the beauty of designing lesson plans with the 4MAT approach is clear. Using this approach allows the teacher to provide different instructional strategies for everyone when learning new information. Students who don't learn new information easily now do since they see the relevance and importance of what they will be learning. Students who like to gain new information now have that opportunity, plus they have the additional experience of learning how to apply the new material in other situations. Students who like trying things out also have that chance when they reach the "practice" stage where they can "mess around" with the new material and find other practical solutions or alternatives. Finally, those students who like to be innovative and find new applications for things can do so when they reach the fourth quadrant. They can bring their new knowledge to art, music, and other areas, or find new and creative ways for using their newly gained information.

Each type of learner is offered an opportunity to learn using this model. Furthermore, each type of learner can acquire the ability to adapt to other learning style situations so as to become a more complete and open-minded person who now possesses alternate ways of gaining new information.

Therefore, we believe that teachers must become aware of the need for training in learning styles, and we hope that this guide will serve as a catalyst for exploring new instructional directions in your school district.

LESSON PLANS



LESSON PLAN 1

Concept:	Learning about Yourself
Topic:	How To Write An Autobiography
Skill Emphasis:	Writing
Audience:	Beginning/intermediate/advanced - elementary and secondary students
Time Frame:	Approximately 5 classes (50 minute periods). Primary students may need 10 days to complete the unit
Materials:	Teacher's autobiography on newsprint
Submitted by:	Shirley Porter

I. MOTIVATION
A
Teacher displays own autobiography on newsprint.
Students make guesses as to what pictures/symbols might mean about teacher's life.
B
Teacher shares autobiography with students.
Students compare prior predictions with what they have learned about the teacher.
II. INFORMATION
A
Students complete autobiographical visual inventory.
They also complete a web giving more details about the inventory.
B
1. Teacher uses a web of own name to extend thinking
2. Teacher models writing a descriptive composition about self.
III. PRACTICE
A
Each student uses own autobiographical visual inventory and personal web to write a descriptive composition, "The Important Things About Me."
B
Each child takes a turn in role of an author, reporter and critic. (Peer Conferencing)
IV. APPLICATION
A
Students share books with reading partners.
Contribute books to classroom library.
B
Students revise and edit stories.
Copy stories in handmade books and illustrate.

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

The teacher has a prepared autobiography done on newsprint. The paper can be divided into several sections, and a visual symbol or drawing relating to an important event in the teacher's life is represented in each section. After the students have looked over the pictures on the newsprint, they make guesses as to what the pictures might mean. This activity engages the students' attention immediately and helps to give focus to the lesson.

B. Reflect on the Experience (Left Mode Strategies)

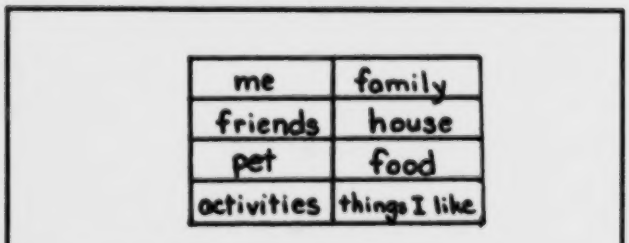
The teacher now tells his/her own autobiography by explaining each picture. The students can talk about their prior predictions or what they now have learned about the teacher.

II. INFORMATION

A. Integrate Reflections Into Concepts (Right Mode Strategies)

Each student will relate the important parts of the teacher's autobiography to himself/herself. Each student will make a visual autobiographical inventory of himself/herself. Students will also make their own personal webs which are extensions of the visual autobiographical inventory. The visual imagery of the inventory will help students find appropriate vocabulary to put in their personal webs. The teacher will also use directed questioning to expand students' thinking about themselves. Both the visual inventory and personal web are excellent pre-writing activities. Ideally the information gathering process will help each student reflect on what makes each of them unique.

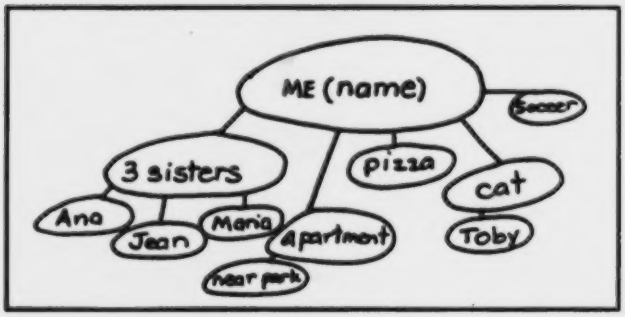
Autobiographical Visual Inventory



B. Present and Develop Theories and Concepts (Left Mode Strategies)

As a group, the students will make a personal web of their teacher. Using his/her own web as created by the students, the teacher will model writing a composition, "The Important Things About Me". The teacher will ask the students' help in constructing the sentences. The students will be able to see how thoughts can be transferred into writing.

Personal Web



III. PRACTICE

A. Practice and Reinforce New Information (Left Mode Strategies)

Students will begin the writing process by transferring their ideas from their autobiographical inventories and personal webs into a descriptive composition about themselves. Prior thinking about themselves can now be extended into personal anecdotes.

B. Personalize the Experience (Right Mode Strategies)

Students meet in groups of three to share their compositions. The peer group conference gives the students a chance to interact with each other and share thinking about each other's writing.

IV. APPLICATION

A. Develop A Plan for Applying New Concepts (Left Mode Strategies)

Each student will now, with the teacher, go through the process of editing for capitalization, punctuation, and spelling. When the composition is completed, the student is ready to copy it into a book, illustrating each important event.

B. Do It and Share It With Others (Right Mode Strategies)

The books will be read aloud and the reading partner will have the opportunity to interact with the author.

LESSON PLAN II

Concept: Learning How to Report Emergencies in the United States
Topic: Using 911 for fire, police, and ambulance emergencies
Skill Emphasis: Survival
Audience: Beginning ESL - elementary and secondary students
Time Frame: 4 classes (50 minute periods)
Materials: Arlington Community Television Videotape on Emergencies
Available from: 3401 Fairfax Drive, Arlington, Virginia 22201; (703) 524-2388
Teletrainers are available from local companies.

Submitted by: Corki Wesson

I. MOTIVATION
A
Students view visuals on fire to stimulate their own personal memories about fires.
B
Students talk about what is done/or should be done in emergency situations in their countries and here in Arlington.
II. INFORMATION
A
Students view videotape or film that gives information about emergencies. Students draw pictures or web words that describe their feelings in an emergency situation.
B
Teacher presents oral and written words for emergencies:
emergency
accident
ambulance
fire
address
III. PRACTICE
A
Students complete worksheets practicing emergency vocabulary.
B
Students use pictures to develop dialogs about emergency situations. Then students simulate making emergency phone calls on teletrainer.
IV. APPLICATION
A
Students visit Arlington Fire Dept. for tour and come back to class and discuss the experience at fire station.
B
Students make a sticker to go on home telephone with 911 number, address and emergency words
Students go home and explain stickers and procedures to their families.

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

Most students have seen fires, either in this country or in their native land. In order to stimulate students' own personal memories about fires, they view visuals on fire (can be a filmstrip or pictures). Students need to have the opportunity to talk about their own experiences with fire, their feelings in such a situation, and the dangers inherent in the emergency.

B. Reflect on the Experience (Left Mode Strategies)

The teacher leads the students in a discussion about the steps taken in their countries in the event of a fire, and what is done or should be done in Arlington if a fire occurs.

II. INFORMATION

A. Integrate Reflections Into Concepts (Right Mode Strategies)

The teacher shows a videotape or film about emergency services which teaches what can be done in the United States when there is a fire. Students then draw pictures or web words that describe their felngs when they are in an emergency. Examples: cry, nervous, remain cool, don't panic, etc.

B. Present and Develop Concepts and Theories (Left Mode Strategies)

The teacher presents and drills the oral and written vocabulary for the several different emergencies: emergency, address, accident, ambulance, police, and fire.

III. PRACTICE

A. Practice and Reinforce New Information (Left Mode Strategies)

Students need time to practice the vocabulary they just learned about emergency situations. They can complete worksheets, list types of emergencies, practice spelling and pronunciation of new words and practice addresses both orally and written.

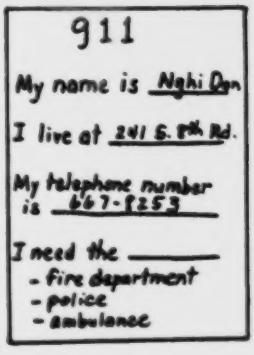
B. Personalize the Information (Right Mode Strategies)

Students need more "hands-on" experiences with the teletrainer, so they can make up dialogs about emergency situations and role-play them with the telephones. Pictures are used to initiate this activity, but students will depart from these stimuli to create their own scenarios.

IV. APPLICATION

A. Develop A Plan for Applying the New Concepts (Left Mode Strategies)

Students must apply what they have learned to real-life situations. Each student will prepare a sticker to be placed on his/her telephone at home. On it, the student must write the 911 number, the emergency words, and their address. The sticker will be taken home, explained to the family and put on or near the home telephone.



B. Do It and Share With Others (Right Mode Strategies)

The students will visit an Arlington County fire station so they can see where calls are received and hear the voice of the dispatcher. They can view the fire engines and ambulances and in this way, they are bringing their experiences to full circle. The lesson can culminate in a student-designed bulletin board based on what they learned from the trip.

LESSON PLAN III

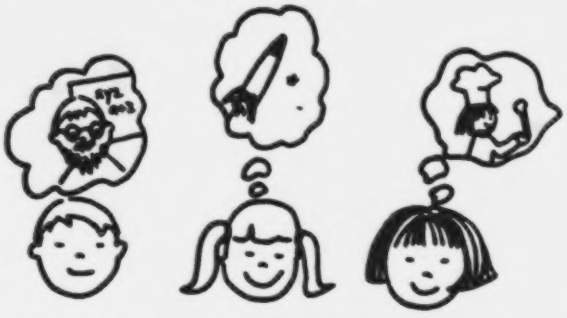
Concept: Planning for the Future
Topic: To make specific plans for selecting courses for the next school year.
Skill Emphasis: Functional
Audience: Intermediate ESL - secondary students
Time Frame: 5 classes (50 minute periods)
Materials: Graduation requirement for your high school
Submitted by: Shirley Morrow

I. MOTIVATION
A
Students brainstorm about their future plans and depict their future in a visual.
B
Students write sentences telling about themselves in the next five years from the visual.
Class discussion helps students to reflect on the importance of planning wisely.
II. INFORMATION
A
Teacher invites a foreign born graduate of an American high school to speak to class about how he/she achieved success.
B
Teacher presents graduation requirements and the elective program
III. PRACTICE
A
Students visit and observe elective courses or teacher invites teachers/students from elective courses to class.
B
Students make tentative plans regarding their school schedules
IV. APPLICATION
A
Students share their schedules and discuss expectations for the following year.
B
Students complete their schedules and meet with guidance counselors.

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

Using a visual, students share experiences about their future plans. It is important that students think about the future and the fact that they have some control over their futures.



B. Reflect on the Experience (Left Mode Strategies)

Students write sentences from the visual about how they visualize themselves next year or in five years; this forces them to focus on their own futures. The class discussion that follows this activity allows them to reflect on the control they have and the importance of exercising that control by planning wisely.

II. INFORMATION

A. Integrate Reflections Into Concepts (Right Mode Strategies)

Before discussing specific graduation requirements, the students benefit from listening to the experience of someone who has been in their shoes. The ideal presenter for ESL students would be a foreign-born graduate of an American high school who has achieved success in this country. This person's experiences would most clearly parallel their own. Lacking such a presenter, the teacher would rely on a native-born graduate or on himself/herself and his/her own experiences. Students should have the opportunity to question the presenter, to discuss this person's experiences, to apply these experiences to themselves, and to ask for advice if they desire.

B. Present and Develop Theories and Concepts (Left Mode Strategies)

The teacher now presents local graduation requirements and the students are ready to examine specific requirements for graduation from a U.S. high school. They need to understand that in the United States, the students have some element of choice, but there are also specific requirements that must be met. After they understand the requirements, they need to examine the elective program in light of their own particular needs, interests and goals.

III. PRACTICE

A. Practice and Reinforce New Material (Left Mode Strategies)

Students are now ready to look closely at their own individual situations to determine what classes they must take in order to graduate. They can now begin to make some tentative plans to take home and discuss with their parents. Throughout the lesson, the role of the parents as helpers and advisors should be emphasized.

B. Personalize the Information (Right Mode Strategies)

Intelligent choices can best be made by students who clearly understand the class offerings in their own school. Students should have an opportunity to visit or discuss as many of the elective courses as possible. Substitute time can sometimes be arranged to allow an art or shop teacher, for instance, to plan a sample lesson for the ESL class. Other classes can be observed by small groups. Teachers and students from elective courses can be invited to visit the ESL class to make presentations about their subjects. Students should have an opportunity to meet and talk with as many of the school staff as possible.

IV. APPLICATION

A. Develop A Plan for Applying New Concepts (Left Mode Strategies)

Students should now be ready to make schedules for next year that will be appropriate for them and further their own individual goals. This will probably be done individually with their counselors.

B. Do It and Share With Others (Right Mode Strategies)

Small group discussions after schedules are made allow students to share schedules with each other and to discuss their expectations for the following year. Teacher can prepare specific questions in advance to focus on these discussions.

LESSON PLAN IV

Concept:	Comprehending a Reading Selection and Applying It to Everyday Life
Topic:	Experiences with Rain
Skill Emphasis:	Reading
Audience:	Beginning/intermediate ESL - elementary and secondary students
Time Frame:	3-4 classes (50 minute periods)
Materials:	The reading selection "Rain, Rain - Don't Go Away" is found in the High Action Reading Vocabulary B Series published by Modern Curriculum Press. The story is written at approximately a 2.5 reading level and describes how a girl must deal with making alternate plans because of the rain.
Submitted by:	Barbara Fagan

I. MOTIVATION
Students simulate sounds associated with rain.
Students discuss their reactions/ feeling about activity; for example, memories, smells, places, etc.
II. INFORMATION
Students read "Rain, Rain-- Don't Go Away."
Students develop "web" using vocabulary associated with rain.
III. PRACTICE
Students complete questions and worksheets about story.
Students complete "web" with vocabulary describing a dry climate.
IV. APPLICATION
Students share and display their activities.
Students choose one activity to complete based on the two webs.
A
B

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

Students need to understand something about the topic they will be reading shortly. One way to stimulate students' recall about a topic is to have them simulate a rainstorm. Role-playing the sounds and actions associated with rain greatly awakens their feelings about the topic, and it sets the stage for learning new materials.

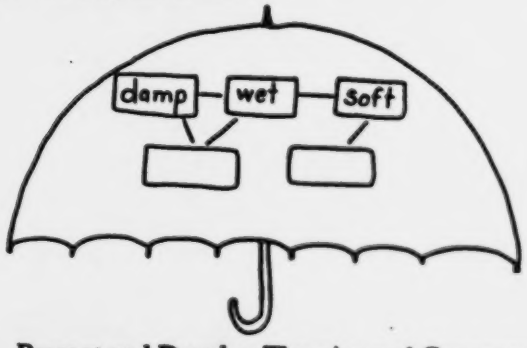
B. Reflect on the Experience (Left Mode Strategies)

Students need a chance to sit back and reflect on what they have just experienced and how this either adds or changes what they already know about a topic. The teacher poses such questions as "How did you feel during the rainstorm?", "What did the trees look like during the storm?", "What was going on in your mind while you watched the rain?" etc. The teacher must remember to give a "wait time" after posing the questions so students can readjust their thoughts and feelings which they must now express verbally.

II. INFORMATION

A. Integrate Reflections Into Concepts (Right Mode Strategies)

To continue this awareness about the topic, students need to generate vocabulary that can be associated with the topic they will be reading. A web in the shape of an umbrella can be presented and students must either fill in vocabulary words they associate with the topic "rain" or they can choose specific vocabulary that deals with that topic from a list provided by the teacher.



B. Present and Develop Theories and Concepts (Left Mode Strategies)

The teacher guides students before the reading by asking them to predict what the title of the story might mean. After the students read the first few paragraphs, the teacher asks general comprehension questions and again asks students to make predictions about what may happen next. Predicting is an instrumental part in the reading process since it requires students to take risks or chances which in turn keeps them involved and motivated in the story so they can determine if their predictions were right or wrong.

III. PRACTICE

A. Practice and Reinforce New Concepts (Left Mode Strategies)

This is an excellent chance for students to practice vocabulary, specific reading skills that were found in the reading selection, and any other suggested activities that would benefit them. The teacher will probably want to give some form of student evaluation at this point to make certain that students have understood the story.

B. Personalize the Information (Right Mode Strategies)

Students need to make the information learned in the story work for them. Since the reading selection also talks about areas which don't have rain, the students can create a new web labeled "dry climate" to generate vocabulary.

IV. APPLICATION

A. Develop a Plan for Applying New Concepts (Left Mode Strategies)

Now that the students have completed two webs (rain and a dry climate), they are ready to complete one of the following activities: write a poem about a rainy place or a desert; write sentences describing the rain; write a comparison/contrast paragraph about the two kinds of weather; or create a booklet about things they can do on a rainy day. This activity can be done individually or in groups.

B. Do It And Share With Others (Right Mode Strategies)

Students need the opportunity to share with their peers any new information they have learned about the topic. By explaining their projects to others, students develop an "ownership" of this new concept. When the completed activities are shared, the students in the class gain additional information about the topic. Teacher should display projects in the classroom.

LESSON PLAN V

Concept: Understanding the Similarities and Differences in Nature.
Topic: To recognize and describe similarities and differences among trees. (Content lesson)
Skill Emphasis: Content Concept Development
Audience: Beginning/intermediate ESL students.
Time Frame: 4-5 classes (50 minute periods)
Materials: filmstrip/photographs about the different types of trees
Submitted by: Laurie Baker

Recommended book: *The Tree*

I. MOTIVATION
A
Class walks around the school, neighborhood or a local center, pointing out different types of trees. Students pick a tree they especially like and draw it.
B
Students discuss the trees and drawings. The teacher lists the words that the students use to describe trees.
Display words and pictures on a large chart or web in the classroom.
II. INFORMATION
A
Teacher shows filmstrip or photographs that depict trees of different types and from different climates. Students write metaphors about trees.
B
Teacher presents the vocabulary and content from text.
Describe the trees and tell how they are like the trees on the school grounds and how they are different.
III. PRACTICE
A
Students collect various kinds of leaves and classify them according to what they have learned.
B
Students complete vocabulary and comprehension exercises and label major parts of a tree.
IV. APPLICATION
A
Students read and share their tree books with class.
The books can also be displayed on a bulletin board.
B
Each student prepares and illustrates a book on leaves of trees.

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

When working with beginning level LEP students, it is very important not to assume that the students have had prior experience with a particular subject. The teacher must provide the students with an experience upon which they can reflect and later refer back to for first-hand knowledge of facts. Walking with students through the school grounds, the neighborhood, or a nearby nature center, the teacher can give students an experience with trees. The teacher should direct the students' observations to points that will be useful in later classroom discussions, such as sizes and shapes of leaves, parts of a tree, types of trees. When the class returns, the students draw their favorite trees.

B. Reflect on the Experience (Left Mode Strategies)

To provide material for future reference, the teacher should record the students' observations about their trees on a chart which can be displayed throughout the course of the unit. Teacher should supply vocabulary words if necessary.

II. INFORMATION

A. Integrate Reflections into Concepts (Right Mode Strategies)

The students need a chance to relate their experiences to the major concepts which are to be taught before the teacher presents the core content material for the unit. In order to do this, the teacher should provide the students with an experience which can be compared to an experience from their own lives. In this lesson, the teacher would show a filmstrip, slides, or photographs of a variety of trees from different areas of the world that are both similar and different to those observed on the nature walk. Using vocabulary from the chart and information from their own experience, the students write metaphors and similes about the trees; for example: The tree is like an umbrella. The tree is a big bear holding out its arms.

B. Present and Develop Theories and Concepts (Left Mode Strategies)

The teacher follows the students' interpretation of the major concepts to be presented in the unit with a presentation of the vocabulary and content from the book, *The Tree* by Pamela Nash, or any other content book on trees. The students' understanding of the vocabulary and content can be evaluated by the teacher through oral questioning. Questions should require the students to locate information in the story; to recall information from the story; to restate information from the story as it applies to the students' previous experiences; to make generalizations from the information drawn from the story and their experiences; and to apply learned information to hypothetical problem-solving situations.

III. PRACTICE

A. Practice and Reinforce New Information (Left Mode Strategies)

The students will have a chance to practice the concepts which have been taught. The students can complete teacher developed activities in the form of worksheets and games which provide reinforcement of the basic vocabulary and concepts in the lesson. The students can also label diagrams of the major parts of trees.

B. Personalize the Information (Right Mode Strategies)

The students can collect leaves from different trees and work in groups to classify the leaves according to the information they learned.

IV. APPLICATION

A. Develop A Plan for Applying New Concepts (Left Mode Strategies)

Students need a chance to integrate the material they have learned into their own experiences. Now the students will use the leaves to write and illustrate a book. While the format of the book will be the same for all the students, the content of the book will provide the students an opportunity for individual interpretation of the basic concepts presented in the unit. This activity provides additional practice in writing sentences comparing/contrasting the leaves the students have included in their books.

B. Do It and Share It With Others (Right Mode Strategies)

Giving the students a chance to share their work with others is a crucial step in bringing the unit to a close. By reading their books aloud to an audience of their classmates or peers and by later displaying the books so that other students and teachers can see them, the students develop a pride in their knowledge and the ability to share it.

LESSON PLAN VI

Concept:	Stimulating Creative Thinking and Writing with a Concrete Object.
Topic:	The multiple uses of a brick.
Skill Emphasis:	Writing
Audience:	Beginning/intermediate/advanced -elementary, secondary students.
Time Frame:	3 classes (50 minute periods)
Materials:	a brick
Submitted by:	Felicia Meier

I. MOTIVATION
A
Teacher passes a brick around the classroom for students to handle.
B
Students describe the brick in terms of color, weight and feel. Teacher lists adjectives on a transparency or newsprint.
II. INFORMATION
A
Students give possible uses for the brick. Teacher should try to elicit more "unconventional uses; i.e. a doorstop, for exercising, etc. Student then then categorize all these responses in a web.
B
Students generate sentence from the web using sentence patterns modeled by teacher.
III. PRACTICE
A
Students write a creative paragraph about the uses of a brick.
B
Students work in groups to brainstorm on how they would use 1,000 bricks.
IV. APPLICATION
A
Students read paragraphs aloud in class for other students to hear the various responses.
B
Students write individual or group paragraphs on how they would use 1,000 bricks.

I. MOTIVATION

A. Create the Experience (Right Mode Strategies)

Students pass a brick around the class. By handling it, they are actively involved in a concrete experience.

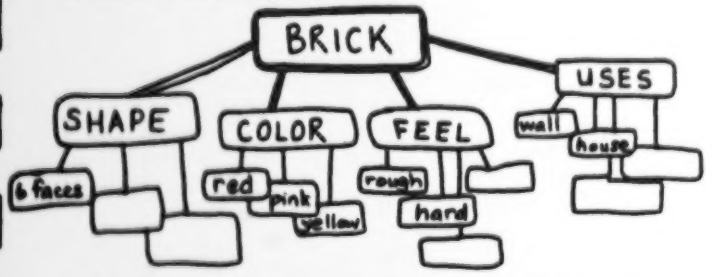
B. Reflect on the Experience (Left Mode Strategie

Students need to reflect on the brick that they held and be able to describe it in terms of its attributes of color, weight, and feel. Some possible student responses are: red, dirty, rough, flat, heavy, broken, and hard. By listing on the board the attributes elicited from the students, the teacher is preparing the information that will be used in quadrant two.

II. INFORMATION

A. Integrate Reflection Into Concepts (Right Mode Strategies)

The students are asked to reflect some more about the brick and determine its possible uses. To emphasize the goal of creativity in this lesson, the teacher should try to elicit more "unconventional" uses of the brick; ie., a doorstop, used for exercising, etc. To organize this information, the students will complete a web.



B. Present and Develop Theories and Concepts (Left Mode Strategies)

The teacher models sentence patterns from the web and the students continue generating their own sentences about the brick using these patterns.

III. PRACTICE

A. Practice and Reinforce New Information (Left Mode Strategies)

This is when the students use the information and sentences from the web to develop their own creative paragraph about the many different uses of a brick. Students will also need to develop a topic and a concluding sentence for their paragraph.

B. Personalize the Information (Right Mode Strategies)

Students now brainstorm for ideas on how they would use 1000 bricks. This may be done in small groups or as a class.

IV. APPLICATION

A. Develop a Plan for Applying New Concepts (Left Mode Strategies)

Now that the students have brainstormed, they can work on writing a paragraph about how they would use 1000 bricks. This paragraph can be done individually or in small groups. Students can also illustrate their work. At a lower level, the illustration could be emphasized more and sentences could be used to describe the picture.

B. Do It and Share With Others (Right Mode Strategies)

In order for students to hear all the creative ideas that came out of the brainstorming session and were developed in paragraphs, they should share their work with the class. The students should be able to truly appreciate the creativity of their peers.

RECOMMENDED READING

Guild, P. B., & Gerger, S. (1985). *Marching To Different Drummers*. Alexandria: Association for Supervision and Curriculum Development.

A very readable book on learning, teaching and leadership styles. It explains various learning style models including McCarthy's 4MAT System and Kolb's Learning Style Model.

Hainer, E. V., Bratt, T., Kim, S. J., & Fagan, B. "Learning Styles: A New Approach To Teaching Limited English Proficient Students", *NABE News*. Vol. 8, No. 3, pp. 3, 4, 10-12. Spring,1986.

This article gives an overview of the Arlington Public Schools implementation of David Kolb's model and its application to classroom instruction by Bernice McCarthy.

Keefe, J., et. al., "Student Learning Styles and Brain Behavior: Programs, Instrumentation, Research." Reston: National Association of Secondary School Principals, 1982.

A collection of articles on learning styles and brain research.

---, et. al., "Student Learning Styles: Diagnosing and Prescribing Programs," Reston: National Association of Secondary Principals, 1979.

A collection of articles on learning styles by several authors. Dr. James Keefe, Editor presents an overview of different learning styles.

Kolb, D. *Experiential Learning: Experience As The Source of Learning and Development*. New Jersey: Prentice-Hall, 1984.

An excellent book for understanding Kolb's conceptual model on learning.

McCarthy, B. *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*. Barrington, IL: Excel, Inc., 1980, 1987.

Highly recommended for anyone who wants to understand the 4MAT system. It explains the model and incorporates several sample lesson plans.

McCarthy, B., & Leflar, S. Ed. *4MAT in Action*. Barrington, IL: Excel, Inc., 1983.

This book includes thirty-two lesson plans for all levels.

McCarthy, B., Leflar, S., & McNamara, M. *The 4MATWorkbook*. Barrington, IL: Excel, 1987.

McCarthy, B., Samples, B., & Hammond, B. *4MAT and Science Toward Wholeness in Science Education*. Illinois: Excel, Inc.

This book provides an explanation of 4MAT System applied to Science Education. It includes several lesson plans. Excellent source for any Science teacher.

Sinatra, R., & Stahl-Gemake, J. *Using the Right Brain in the Language Arts*. Springfield, Illinois: Charles Thomas, 1983.

This book explores the need for a holistic approach to literacy. The second part of the book has very practical strategies that can be incorporated in class for limited English proficient students.